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ABSTRACT

The materials status report for Korean is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

KOREAN

November, 1985

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1118 22nd Street, NW
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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Center for Applied Linguistics/LARC
Materials Evaluations - 1985
Materials Status Report - Narrative KOREAN

Language, dialects, standards. Korean is spoken by 40 million people in South Korea, and 17 million in North Korea. It is spoken as well by ethnic Koreans in China, in North America and Europe, in Japan, and by approximately 1.5 million ethnic Koreans in the Soviet Union. While there are many local dialects, the Seoul dialect is the basis for both the written and oral standards, and is the basis of all written and oral Korean used in the schools, in the government, the media, etc. While all dialects of Korean are mutually intelligible, Korean is mutually intelligible with no other language.

Writing system. The Korean alphabet is known as Hangul. The Korean writing system employs a mixture of Hangul and Chinese characters (Hanja). The Hangul writing system is standardized. The mixed use of Hangul and Hanja is seen today in newspaper articles and advertisements; government documents; and college texts.

Production of written language. Typewriters can be purchased both in Korea and the U.S. Typesetting as well is available in the U.S. and Korea. IBM, Xerox, Apple II and the SamSung Electric Co. make Korean computer type fonts (Hangul and Hanja).

Difficulty for English-speaking learners.

Phonology: Korean is not a tonal language. Not a great deal of difficulty for English speakers in Korean's 8 vowels and 14 consonants.

Syntax: Word order is SOV.

Vocabulary: Cognates with Japanese. Loan words from Chinese comprise about 60% of modern Korean vocabulary. Loans as well from English.

Writing system: Hangul and Hanja (Chinese characters), only Hangul unique to language. Hanja is used to represent the Chinese loan words present in Korean, but Hanja is the writing system for both Chinese and Japanese as well.
Both are very difficult for the English speaker. Hangul is phonemic for the language, also used morphophonemically.

Usable existing texts.

Basic: Lukoff, Introductory Course in Korean, 1982.

Usable existing texts, cont.

Lukoff, First Reader in Korean Writing and Mixed Script, 1982.
Martin, Beginning Korean, 1969.
Grant, Guide to Korean Characters, 1982.
Park, FSI Korean Basic Course, 1968.

Advanced: Chang, Intermediate Korean, 1959; Reader, 1960.
Suh, Koran Literary Reader, 1965 (not evaluated).
Refresher-Maintenance: none

Reference: Grant, Guide to Korean Characters, 1982.
Martin, Beginning Korean, 1969.

Dictionaries: Minjungseorim's Essence Korean-English Dictionary, 1984.
Donga's Korean-English Dictionary,1961.
Sisa-Youngo-sa Korean-English Dictionary, 1978, 1979, 1982.
(not evaluated)
Jones, Standard English-Korean Dictionary, romanized, 1984.
Underwood, Concise English-Korean Dictionary, romanized, 1981.

Electronic: none

Native speaker availability in the U.S. There are approximately 600-700,000 Koreans in the U.S., many with linguistic degrees.

Existing programs, classes. Brigham Young, CUNY, Columbia, Harvard, Indiana, Macalester College, Ohio State University, Stanford, SUNY-Buffalo, SUNY-Stony Brook, Temple, University of Arkansas, Berkeley, Hawaii-Manoa, Kansas, Maryland-Baltimore, Pittsburgh, USC, Washington-Seattle, Washington State, Yale.

Linguist resources. Samuel Martin, Yale; Robert Ramsey, University of Maryland; Young-Kee Kim-Renaud, George Washington University; Fred Lukoff, Washington; Homin Sohn, University of Hawaii-Manoa; Mark Petersen, Brigham Young; Chin-W Kim, University of Illinois; John Whitman, Harvard.

Basic Level Teaching Materials

Chang, Sung-Un. Korean Newspaper Readings, an Introductory Text. New Haven: Institute of Far Eastern Languages, Yale University, 1960. [PL913.C445] [149p]

Eun, Lee and R.H. Blyth. A First Book of Korean. 2nd ed. Tokyo: Hokuseido Press, 1962. [PL913.Y5 1962] [175p]

Grant, Bruce K. A Guide to Korean Characters. Elizabeth, NJ: Hollym International Corp., 1979. [367p] [PL935.G7] [2nd rev. ed., 1982]

Horne, Elinor McCullough (Clark) and Sang Soon Yun. Introduction to Spoken Korean. New Haven: Institute of Far Eastern Languages, Yale University, 1950- [PL913.H62] [Mirror series D, no. 1, Volumes 1 and 2]

Lee, Chang Hei. A First Course in The Korean Language. Seattle: University of Washgington Press, 1965. [PL913.L39] [129p]

Lee, Pong Kook and Chi Sik Ryu. Let's Talk in Korean. Elizabeth, NJ and Seoul, Korea: Hollym International Corporation, 1979. [311pp] [PL914.L38 1979]

Lukoff, Fred. Spoken Korean, Basic Course. Ithaca, NY: Spoken Language Services, 1972, 1977. [PL913.L82]

. A First Reader in Korean Writing and Mixed Script. Seoul, Korea: Yonsei University Press, 1982. [PL913.L78 1982] [xix, 300pp]

. An Introductory Course in Korean. Seoul, Korea: Yonsei University Press, 1982. [487p] [PL913.L79 1982]

Martin, Samuel Elmo. Korean in A Hurry; A Quick Approach to Spoken Korean. 2nd rev. ed. Rutland, VT: C.E. Tuttle Co., 1984. [137p] [PL915.M28 1962]

Martin, S.E. and Young-Sook C. Lee. Beginning Korean. New Haven: Yale University Press, 1969. [PL913.M3 19679] [575p]

Oh, Henry C. Kibon Hangul Tokpon (Basic Korean Reader). Washington, DC: Foreign Service Institute, 1956. [v, 184pp] [PL913.K52]

Basic Level Teaching Materials, cont.

Olmsted, David Lockwood. Korean Folklore Reader; Texts with Presyntactic analysis. With the collaboration of Peter Park and Do-Sik Kim. Bloomington, IN: Indiana University, 1963, 1964. [PL913.O4] [97p]

Park, Bong Nam. Korean Basic Course. Washington, DC: Foreign Service Institute, 1968. [PL914.U5] [2 v.]

Park, Chang-Hai. An Intensive Course in Korean. Seoul, Korea: Yonsei University Press, 1975. [PL913.P33 1972] 2 v.

Park, Francis Y.T. Speaking Korean. Elizabeth, NJ: Hollym Intl. Corp., 1984.

Park, K.D. Oral Korean for Beginners. Honolulu, HI: Tongg Publishing Co., 194 [PL9123.P36] [251 l.]

Umeda, Hiroyuki. Korean: Basic Words with Sentences. Tokyo: Sanchudo, 1976. [PL914.U4 Orien Japan] [2 v.]

Yi Eun and R.H. Blyth. A First Book of Korean. 2nd ed. Tokyo: Hokuseido Press, 1962. [PL913.Y5 1962] [174pp]

Yonse, Taehakkyo. Basic Conversation in Korean. Seoul, Korea: Yonsei University Press, 1967. [PL914.Y65] [i, 345pp]

Young, John. Learn Korean; College Text. Seoul, Korea: n.p., 1972. [PL913.Y6 1972] [viii, 158pp]

Vandesande, Anthony V. Myongdo's Korean. Seoul, Korea: Myongdo Institute, 1968-80. [2 vols.] [PL914.V361 1980]

Advanced Level Teaching Materials

Chang, Sung-Un and Robert P. Miller. Intermediate Korean. New Haven: Institute of Far Eastern Languages, Yale University, 1959. [PL913.C43] [472p]

Advanced Level Teaching Materials, cont.

Chang, Sung-Un and Samuel E. Martin. Readings in Contemporary Korean. New Haven: Institute of Far Eastern Languages, Yale University, 1952. [PL913.C45] [100p]

U.S. Defense Language Institute. Korean: Intermedate Course. Presidio of Monterey, CA, 1965. [PL913.U677]

Refresher-Maintenance Materials

U.S. Defense Language Institute. Korean FLAMRIC (Foreign Language Maintenance, Refresher, and Improvement Course). Monterey, CA: Defense Language Institute, 1981.

Reference Materials

Lee, Chang Hei. Practical Korean Grammar. Seattle, WA: University of Washington Press, 1955. [PL913.L4] 225p]

Lukoff, Fred. A Grammar of Korean. Ann Arbor: University Microfilms, 1954. [Microfilm AC-1 no. 8564] [251 l.]

Sonu, Hak-won. A Korean Grammar. Praha: Statni Pedagogicke nakl., 1952. [PL913.S6 1952]

Yi Eun and R.H. Blyth. A First Book of Korean. 2nd ed. Tokyo: Hokuseido Press, 1962. [PL913.Y5 1962]

Dictionaries

Current English Dictionary. Seoul, Korea: Current English Co., 1965. [PL936.S5]

Lee, Yang Ha. A New English Korean Dictionary. Seoul, Korea: n.p., 1964. [xxxvi, 2276pp]

Dictionaries, cont.

Lew, Hyungki J. (ed.). New Life English-Korean Dictionary. Seoul, Korea: New Life Press, 1946. [PL937.Y8] [vi, 1144pp]

. New Life Korean-English Dictionary. American ed. Washington: Educational Services, 1952. [PL937.E5Y82 1952] [866p]

Martin, Samuel Elmo, Yang Ha Lee and Sung-Un Chang. A New Korean-English Dictionary. New Haven, CT: Yale University Press, 1967. [1902p] [PL937.E5M3 19

Minjungseorim's Essence English-Korean Dictionary. New ed. Seoul, Korea: Minjungseorim, 1984. [xxi, 1946p]

Minjungseorim's Essence Korean-English Dictionary. Seoul, Korea: Minjung-seorim, 1972,1984. [viii, 1739p]

Minjungseorim's New Little Korean-English Dictionary. Seoul, Korea: Minjung-seorim, 1983. [iv, 726p]

Minjungseorim's New Little English-Korean Dictionary. Seoul, Korea: Mingung-seorim, 1982. [viii, 828pp]

Standard English-Korean Dictionary for Foreigners. (Romanized) Edited by B.J. Jones. Elizabeth, NJ: Hollym Intl. Corp., 1984. [386p]

Thorlin, Eldora S. and Taesoon Henthorn. Everyday Korean; A Basic English-Korean Wordbook. New York/Tokyo: John Weatherhill, Inc., 1983. [Reprint of 1972 ed.] [vi, 180p]

Tonga Ch'ulp'ansa. Dong-a's Standard English-Korean Dictionary. Seoul, 1961. [PL937.E5T6] [1359pp]

Underwood, Joan V. Concise English-Korean Dictionary, Romanized. Rutland, VT: Charles E. Tuttle Co., 1981. [Reprint of 1954 ed.] [xvii, 320p]

Webster's English-Korean Dictionary. Seoul: Han Young Publishers, 1976. [PL937.E5W4]

Electronic Materials

none

Materials Not Evaluated

Basic Conversation in Korean, I. Seoul, Korea: Yonsei University, Korean Language Institute, 1967. [i, 345pp]

Chang, Sung-Un and Robert P. Miller. Intermediate Korean. New Haven, CT: Institute of Far Eastern Languages, Yale University, 1960. [PL913.C46] [77p]

Choy, Bong Youn. Korean Reader; A Textbook for Beginners. Berkeley and Los Angeles: University of California Press, 1943. [LD744.A3 no. 287] [156p]

Defense Language Institute. The Korean Gateway Course. 8 v. Monterey, CA: Defense Language Institute, 1980.

. 47-Week Basic Course. 10v. Monterey, CA: Defense Language Institute, 1979-80.

Gale, James Scarth. A Korean-English Dictionary. Yokohama, Shanghai: Kelly and Walsh, Ltd., 1897. [PL937.G3] [64p]

Harvey, John. A Programmed Introduction to the Korean Alphabet. Philadelphia, PA: The Center for Curriculum Development, 1971. [44pp]

Jones, B.J. Let's Learn Korean. Elizabeth, NJ: Hollym Intl. Corp., 1982. [62 [PL913.J66 1982]

Lee, Pong Kook and Chi Sik Ryu. Easy Way to Korean Conversation. Elizabeth, NJ: Hollym International Corp., 1984.

Martin, Samuel Elmo. English Korean Conversation Dictionary. (Research and Studies in Uralic and Altaic Languages, Project No. 88). Cleveland, OH: Bell and Howell, 1964. [3 vols.]

. Korean Reference Grammar. Cleveland, OH: Bell and Howell, 1960. [vii, 377p]

New World Comprehensive Korean-English Dictionary. 1st ed. Seoul, Korea: The Si-sa-yang-o-sa Publishers, 1979. [2519pp] [PL937.E5 M45]

New World Concise Korean-English Dictionary. 1st ed. Seoul, Korea: The Si-sa-yang-o-sa Publishers, 1982. [1898pp] [PL937.E5M47 1982]

New World Little Korean-English Dictionary. Seoul, Korea: The Si-sa-yang-o-sa Publishers, 1978. [942pp]

Pae, Ui-hwan. Conversational Korean. Washington, DC: Korean Affairs Institute Inc., 1944. [171p] [PL913.P3]

Materials Not Evaluated, cont.

Sauer, Charles A. Newspaper Readings for Beginners. The Korean Language School, n.d. [PL913.S3]

Suh, Doo Soo. Korean Literary Reader. Seoul, Korea: Dong-A Publishing Co., 1965. [xi, 908pp]

Underwood, Horace Grant. An Introduction to The Korean Spoken Language. n.p., n.d.

U.S. Army Language School. Korean Basic Course. Presidio of Monterey, CA: U.S. Army Language School, 1956-59. [8 vols.]

Wagner, Edward W. and Chongsoon Kim. Elementary Written Korean. Northampton, MA: SinFac Minor, 1963. [3 vols.]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Chang, Sung-UN. Korean Newspaper Readings, An Introductory Text. New Haven: Institute of Far Eastern Languages, Yale University, 1960.

Specific language/dialect taught: Korean

Type of text: Basic level teaching material

Publication information: Copy at Library of Congress [PL913.C445]

Intended users: Students with basic reading knowledge of Korean

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Hangul Orthography

Physical quality of book: Very good quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [Pages vi 149pp.]

Table of Contents

20 Selections

All but one of selections from South Korean newspaper and magazines. One selection "contains good examples of Communist Idioms and Phraseology", was taken from the North Korean Communist Party newspaper.

Two Types of Articles: First Section - Short articles in semi-colloqiual style - Second section - longer articles in expository prose.

Appended are:

List of Korean Newspapers, Periodicals, etc.
Korean Geographic Aids
Foreign Geographic Aids
Korean Governmental Organizations
Korean School System
Names of Seasons
Korean Family Names
Korean Holidays
Korean Weights and Measures

Vocabulary areas covered:

General comments:

CPT page label: KORCHANA1

LARC staffer: RG

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Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg) Chang, 'Newspaper Reading
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language used in the text is authentic standard Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		The materials in the text are handwritten for the Kora portions, which makes the reader/user of the text tiring.
Are the materials usable in language teaching contexts?	✓*	*		This can be used as a supplementary reading text in an intermediate level reading.

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Edited from the newspaper article clippings as a reader, this book of news articles with a glossary for each lesson. is a good introductory newspaper course.

Evaluator: BN Park Date: 11/19/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Korean
(lg) Chang, 'Newspaper Reading'
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓		✓	
Presentation, explanation of basic grammatical structures			✓		✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓		✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		?	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Korean
(text) Chang, 'Newspaper Readings'

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: As an introductory newspaper reading course for those who have attained Level 2 Korean in the spoken language, this reader can give a base in the terminology of frequently occuring news articles. However, the contents are not current in terms of events. Therefore, students who are keen to current news may become bored to learn a new vocabulary through 25-30 years old newspaper articles. Some of the lessons can be selectively used for a newspaper course class.

Evaluator: ~~BNPARK~~ Date: 11/9/85

Y = yes; S = somewhat; N = no

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Grant, Bruce K. A Guide to Korean Characters.
Elizabeth, NJ: Hollym International Corp., 1982.

Specific language/dialect taught: Korean, standard

Type of text: basic level teaching material

Publication information: First printed in 1979, this is the 2nd. ed., revised. Library of Congress no. PL935.G7 . Copy at CAL. 1985 price: $21.95.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Korean script, arranged by stroke number.

Physical quality of book: excellent quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
367pp
Introduction includes general comments on the Korean writing system; hints on learning Hangul; history of Chinese characters; forms of Chinese characters; six categories of Chinese characters; writing characters; and glossary.

Bulk of the book is 1,800 basic characters, arranged by stroke number.

Appended are: characters for Korean surnames; easily-confused characters; commonly-abbreviated characters; characters with multiple readings; and 900 middle school characters.

Indices—hints for using a character dictionary; radical index; phonetic index. Selected bibliography.

Vocabulary areas covered: non-specific, incidental to instruction of script.

General comments:

CPT page label: KORGRANA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg) GRANT, Bruce
(text) 'A Gnide to Korean Chracters

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Both Korean and English used in this dictionary are standard language acceptable to educat. native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The contents and materials are well organized and lucid in presentation
Are the materials usable in language teaching contexts?	✓*	*		This dictionary is recommended to any Korean language student whose aim is how to read the traditional written Korean.

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: This Sino-Korean Character (Hanja) dictionary is patterned after the Toyo-Kanji Japanese dictionary published by the Tuttle Co., Vermont. This is an excellent Chinese character dictionary for the beginning-intermediate level Korean language students whose aim is to learn the etimological basis of Sino-Korean words in reading written Korean.

Evaluator: B A Polik Date: 11/15/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) KOREAN
(text) GRANT, Bruce 'A Guide to Korean characters'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts				✓		
Presentation, explanation of basic grammatical structures					✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency				✓		
Development of appropriate range of vocabulary		✓		✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KOREAN
(lg) GRANT, Bruce
(text) "A Guide to Korean Characters"

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: This is probably the best Sino-Korean character dictionary available now for English speakers to use as a guide for reading and writing Hanja. 1,800 Chinese characters are presented in stroke numbers, showing stroke orders of each character, pronunciation, and on average three common compounds with other characters.

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Horne, Elinor McCullough (Clark) and Sang Soon Yun. Introduction to Spoken Korean, Vols. I and II. New Haven, CT: Institute of Far Eastern Languages, Yale University, 1950.

Specific language/dialect taught: Korean, standard spoken

Type of text: basic level teaching material

Publication information: out of print; sample pages at CAL. PL913.H62 Library of Congress Call. no.

Intended users: English speakers, with the guidance of a native speaker of Korean.

Format: two volumes

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: Korean is in phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Vol 1: xxii, 311pp Vol. 2: lx-lxii, pp. 282-552
Two preliminary and eighteen regular lessons arranged as follows:
1. pattern sentences
2. supplementary vocabulary
3. pronunciation practice
4. grammatical notes
5. exercises
6. conversations.
Korean-English/English-Korean Vocabulary lists. Index.

Vocabulary areas covered: general, everyday, communication in newcomer situations.

General comments: Volume 2 appeared one year earlier than Volume 1; paging and lesson numbers in the two volumes do not correspond.

CPT page label: KORHORNA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg) Horne, 'Introduction to
(text) Spoken Korean'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			The language in the text is standard Korean, acceptable to educated speakers of Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	V			The materials are well designed, organized, and presented to fulfill the text goals.
Are the materials usable in language teaching contexts?	V*	*		The materials are usable in a limited fashion but in classroom contexts.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: As a basic Course for spoken Korean, this text is well presented based on the typical audio-lingual theory. It has sound linguistic information for the grammar and phonological points each lesson contains. Some of the vocabulary items are old fashioned and some of the basic dialogue sentences are too artificial, apparently grammar points oriented.

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) KOREAN
(text) Horne, 'Introduction to Spoken Korean'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information	✓					✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) KOREAN
(text) Horne, 'Introduction to Spoken Korean'

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?			✓
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: When the text was first published in 1950, it must have been one of the best available at that time for the study of Spoken Korean. A typical spoken language text based on the audio-lingual methodology, this text emphasizes heavily on the correct practice of Korean pronunciation with the Korean language material only in Romanization. The text follows the basic sentences in dialogues format but lacks pattern and/or transformation drills. The contents of dialogue are out of date.

Evaluator: BNPark Date: 11/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lee, Chang Hei. A First Course in The Korean Language. Seattle, WA: University of Washington Press, 1965.

Specific language/dialect taught: Korean, standard

Type of text: basic level teaching material

Publication information: out of print; PL913.L39 , Library of Congress Call no. Sample pages at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: Korean script, acccompanied in the first 16 lessons by romanization.

Physical quality of book: n/a

Editorial quality of target language:

Editorial quality of English: non-native, somewhat stilted

Overall organization of text:
viii, 129pp
Preface in English.
Korean alphabet.
43 lessons, arranged as follows:
1. vocabulary,
2. oral pattern practices using vocabulary,
3. notes on the lesson.
Later lessons include sentences in Korean script to be translated,
Korean-English alphabet with entries represented and listed phonetically.

Vocabulary areas covered: generally useful everyday words and expressions.

General comments:

CPT page label: KORLEECA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) KOREAN

(text) LEE, 'A First Course in the Korean Language'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language in the text is Standard Korean, acceptable by educated speakers of Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The materials are well presented for the text goal.
Are the materials usable in language teaching contexts?	✓ *	*		The materials are usable for a beginning College Course.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: The text is well organized in format and is printed clearly. Both English and Hangul are in off-setting prints and the materials are of high quality in terms of clarity of organization and lucidity of presentation.

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean

(text) LEE, 'First Course in the Korean Language'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Korean
(lg) LEE, 'First Course in the Korean Language'
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: The text is organized in such a manner that students can be introduced to the spoken Korean material through Romanization and Hangul initially, getting rid of Romanization after the first several lessons. Each lesson introduces new vocabula items, followed by sentences in a dialogue format. Some notes on basic grammar points are available, but explanations are neither sufficient nor systematic. The text employs translation methods and is pedagogica old fashioned. Nonetheless, it can be used for a college course in a limited way.

Evaluator: ~~BAI PARK~~ Date: 11/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Korean
Lee, Let's Talk in Korean

Lee, Pong Kook and Chi Sik Ryu. Let's Talk in Korean. Elizabeth, NJ: Hollym International Corp., 1979.

Specific language/dialect taught: Korean, standard

Type of text: basic level teaching material

Publication information: 1985 price: $6.95. Copy at CAL.

Intended users: travellers to Korea

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Korean characters with phonetic transcription.

Physical quality of book: excellent quality flexible cover, with sewn binding.

Editorial quality of target language: good

Editorial quality of English: non-native, but adequate

Overall organization of text:

311pp
Maps of Seoul inside cover pages.
Part I: Basic words and expressions which are most frequently used.
Part II: Vocabulary and phrases arranged by situation; e.g., introductions, restaurants, hotels, etc.
Part III: English-Korean vocabulary with Korean definitions both romanized and in standard Korean characters.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: KORPLEEA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg) LEE and Ryu
(text) 'Let's Talk in KOREAN'
Hollym International Corp., 197

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Modern Standard Colloquial Korean used in Seoul by educated native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The material is well organized.
Are the materials usable in language teaching contexts?	✓*	*		In a limited fashion, this short course can be used for English speakers who aim at learning everyday spoken Korean.

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	
Electronic Aids	

Comments: Short dialogues are presented for exchanges between two or three speakers involving one Englisher. Each dialogue is situationally oriented, (at least i.e, in restaurant, shopping, telephoning, in travelling, in hotel, etc. This is basically a phrase book designed for a tourist who has to memorize useful expressions with the help of a native speaker.

Evaluator: B N PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) KOREAN

(text) LEE and Ryu, 'Let's Talk in Korean'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KOREAN
(lg)

(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Although this short course in Korean Conversation is situationally oriented with its aim for self study, it cannot be used effectively for self instructional purposes. There are no grammar and/or cultural notes, and no breakdowns in materials are shown for individual words and phrases. It can be used as a reference text for a refresher course by someone who has already studied spoken Korean up to Level 2.

Evaluator: BAI PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lukoff, Fred. An Introductory Course in Korean. Seoul, Korea: Yonsei University Press, 1982.

Specific language/dialect taught: Korean

Type of text: basic level teaching material

Publication information: presently unavailable in the U.S. [PL913.L79 1982], Library of Congress no.

Intended users: beginning-level students of Korean; designed for students who will need to read materials in Korean related to their academic pursuits.

Format: book

Overall grammatical/pedagogical approach: eclectic/audiolingual

Presentation of language: Korean script (Hangul)

Physical quality of book: excellent quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xxx, 487pp]
Designed as a text to be used for a Basic Korean Course meeting five hours weekly over three or four academic quarters (about nine weeks each).
24 lessons, arranged as follows:
1. text--short expository piece of story;
2. grammar point(s) drawn from text;
3. exercises (grammar translation; question-answer)
4. glossary.
Outline of Korean writing and pronunciation
Korean-English/English-Korean glossaries. Index.

Vocabulary areas covered:

General comments:

CPT page label: KORLUKOB1

LARC staffer: RG, MP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Lukoff, 'Introductory Course'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language used in the text is the current standard Korean, acceptable to all native speakers in South Korea.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The materials are well organized in lesson format, and they fulfull the text objectives.
Are the materials usable in language teaching contexts?	✓*	*		Can be used in language adult classes.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An excellent book for use in American College Korean language Courses. The text is well organized in terms of presentable dosages in each lesson; the vocabulary and structures are carefully selected for adult college students with the consideration of the frequency of usages.

Evaluator: BN PARK Date: 11/19/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Korean
(lg) Lukoff, 'Introductory Course'
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓		✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Korean
(lg)
Lukoff, 'Introductory Course'
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: This text is a carefully planned and compiled book usable primarily for College students and people who aim at building up both spoken and written Korean Competency to progress further to professional level. This text is not designed for use in an intensive program where students study four or more hours per day, but it can be used as a supplementary text in an intensive cours

Evaluator: BN PARK Date: 11/19/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lukoff, Fred. A First Reader in Korean Writing in Mixed Script. Seoul, Korea: Yonsei University Press, 1982.

Specific language/dialect taught: Sino-Korean

Type of text: basic level teaching materials

Publication information: Copy at CAL. 1985 price: $20. PL913.L78 1982 , library of Congress call no.

Intended users: English-speaking intermediate students of Korean

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: native Korean words are written alphabetically in the Korean alphabet, while words of Chinese origin (Sino-Korean words) are written in their original Chinese characters.

Physical quality of book: good quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

xix, 300pp
Table of contents in Chinese and Korean characters.
Five sections of reading selections, each (excepting the last two lessons of Section 4) containing:

1. a text—expository and essay writing typical of contemporary academic books, journals and newspapers represented in mixed script;
2. glossary—Sino-Korean vocabulary with English translation;
3. exercises—reading and writing;
4. application—provides expansion of Sino-Korean vocabulary by giving a list of new combinations of characters introduced in the lesson;
5. review.

Indices—of characters by sound and of characters by radical.
1200 Chinese characters are introduced in the reader overall.

Vocabulary areas covered: contemporary

General comments:
CPT page label: KORLUKOD1
LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) LuKoff, First Reader

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language presented in the text are sometimes a little too literary, but is acceptable to native Speaker as ~~standard~~ Kor.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The materials are well organized to meet the text goals.
Are the materials usable in language teaching contexts?	✓•	•		This is an excellent beginning reader for students aiming ~~at mastering Sino-~~ Korean words.

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Korean
(lg) Lukoff, 'First Reader'
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓		✓		
Presentation, explanation of basic grammatical structures		✓		✓		
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓	✓		
Development of appropriate range of vocabulary		✓		✓		
Presentation of cultural and functional information		✓		✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) KOREAN

(text) LUKOFF, First Reader

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: An excellent first written Korean language text for students whose goal is to achieve reading proficiency in Korean in the mixed script of Hangul and Hanja. This text is usable most effectively for College Students and Scholar candidates whose primary interest is in traditional written Korean without regard to practical spoken Korean.

Evaluator: BN PARK Date: 1/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lukoff, Fred. Spoken Korean, Basic Course. Books I and II. Ithaca, NY: Spoken Language Services, Inc., 1972.

Specific language/dialect taught: Korean, standard

Type of text: basic level teaching material

Publication information: First published in 1945 by Linguistic Society of America. Copy at CAL. 1985 price: $10, book 1 and $12, book 2. PL913.L8

Intended users: English speakers

Format: two books

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: phonetic transcriptions of Korean

Physical quality of book: good quality paperbacks; glued binding

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
xii, 335pp, Keys A-X
Book 1: 12 units, arranged as follows:
vocabulary with pattern practices;
listening drills;
conversation exercises.

Book 2:
basic patterns,
pronunciation drills
word study
Korean-English/English-Korean Vocabularies. Correction keys appended to both books.

Vocabulary areas covered: limited vocabulary--non-specific--used for structural drills.

General comments:

CPT page label: KORLUKOA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg)
Lukoff, 'Spoken Korean'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		A number of terms used in the text are out of date.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The text is well organized; the text fulfills the original goal.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: This is probably the first Korean language text written based on audio-lingual approach. However, it was written during and right after the World War II. It is therefore out of date in Contents in terms of basic dialogue situations. A number of words and terms used in the texts are no longer used by the native speakers today.

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

KOREAN
(lg) Lukoff, 'Spoken Korean
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KOREAN
(lg) Lukoff, 'Spoken Korean'
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			✓
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Majority of the basic dialogue situations in the text deal with the time of 1945-1946 period. Therefore, the contents of conversations in the dialogues are totally out of date. Further, a number of commonly used terminolog are archaic or no longer used. Examples: Chosun for Hangnk (Korea), Kyongsung for Seoul, nosa for Sslyon (the Soviet Union), etc.

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Martin, Samuel E. and Young-Sook C. Lee.
Beginning Korean. New Haven: Yale
University Press, 1969.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic level teaching materials

Publication information: Copy at Georgetown University Library. Sample pages at C.A.L. [PL913.M3 1967-9]

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: Audiolingual/pattern drills

Presentation of language: Yale Romanization System

Physical quality of book: Good

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [vii, 575pp]

- Table of Contents
- Preface
- Korean Sounds
- 30 Lessons - typically including:
  - Basic Sentences
  - Supplementary Vocabulary
  - Notes on Grammar Points
  - Exercises
  - Conversation Practice
  - Vocabulary Drill
  - Comprehension Practice

Vocabulary areas covered: Minimal general vocabulary - used to illustrate grammar points

General comments:

CPT page label: KORMARTC1

LARC staffer: MF

Martin, Samuel E. Korean In A Hurry: A Quick Approach to Spoken Korean. Rev. ed. Rutland, VT: C.E. Tuttle Co., 1984.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic Level Teaching Material

Publication information: Copy available at C.A.L. 1985 price: $3.50. [PL915.M28]
First published 1954, 27th printing of 1960 (2nd) edition.

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Romanized representation of Korean

Physical quality of book: Very good paperback

Editorial quality of target language: very good

Editorial quality of English: Very good

Overall organization of text:[pages xii 137pp.]

Table of Contents
Introduction
50 Lessons - Each very brief; typically featuring one grammar point with many examples of usage
Romanization Table

Vocabulary areas covered: Communication in a newcomer situation

General comments: Author notes that book was designed "for servicemen and civilians stationed in Korea for a year or two who wish to learn something of the language spoken around them"

CPT page label: KORMARTA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg) Martin, 'Beginning Korean'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language used in the text is modern standard Korean acceptable to educated native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		This is not an easy language text to be used because of its poor organization and presentation of materials.
Are the materials usable in language teaching contexts?	*	✓*		This book can be used in teaching contexts in a limited fashion only.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Whereas this text is written based on a thorough analysis of Korean grammar by a noted American linguist, pedagogically the organization of the text is such that it cannot be used effectively in class. Basic dialogues are generally too long for students to memorize or to practise for communication exchanges. Grammar explanations use too technical linguistic terminology, which makes ordinary students find difficult to understand.

Evaluator: BU PARK Date: 11/18/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean
(text) Martin, Beginning Korea

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					X
Presentation, explanation of basic grammatical structures	✓					X
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				X
Development of appropriate range of vocabulary		✓				X
Presentation of cultural and functional information			✓			X
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Korean,
(text) Martin, 'Beginning Korean')

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: The text is in English and romanization only. While the Korean materials used in text are of contemporary, collegial standard Seoul dialect, often sentences are too long and basic dialogues are built not on a situational basis but on grammar points presented in the text. Basic dialogues which form the core of the lesson unit are too long to memorize. Some basic dialogues have 35-40 exchanges). Some translation excercises are provided for each lessons but there are few drills throughout the text. Because no Korean orthography (Hangul) is used, the text does not motivate the learners. This book can be a useful reference book for linguists and teachers who want to explain Korean grammar descriptive

Evaluator: BN. PARK Date: 11/18/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Martin, Korean In A Hurry

Martin, Samuel E. Korean In A Hurry: A Quick Approach to Spoken Korean. Rev. ed. Rutland, VT: C.E. Tuttle Co., 1984.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic Level Teaching Material

Publication information: Copy available at C.A.L. 1985 price: $3.50. [PL915.M28]
First published 1954, 27th printing of 1960 (2nd) edition.

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Romanized representation of Korean

Physical quality of book: Very good paperback

Editorial quality of target language: very good

Editorial quality of English: Very good

Overall organization of text: [pages xii 137pp.]
- Table of Contents
- Introduction
- 50 Lessons - Each very brief; typically featuring one grammar point with many examples of usage
- Romanization Table

Vocabulary areas covered: Communication in a newcomer situation

General comments: Author notes that book was designed "for servicemen and civilians stationed in Korea for a year or two who wish to learn something of the language spoken around them"

CPT page label: KORMARTA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Martin, 'Korean In A Hurry'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Standard Korean acceptable to native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		This quick handbook fulfills its goals.
Are the materials usable in language teaching contexts?	•	✓ •		In a short course of 10-30 hours

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This short pocket-size book, which is in Romanization and English only, can serve as an introductory handbook to some of the basic linguistic and/or useful vocabulary.

Evaluator: BN PARK Date: 11/18/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Korean
(lg)
Martin, 'Korean In A Hurry'
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Korean
(text) Martin, 'Korean in F
Hurry'

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			✓
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: The book cannot be used as either a textbook or a guidebook for a tourist who needs to learn basic situationally related spoken Korean. It can be a quick reference book for a beginning Korean language student who has learned or is learning elementary level spoken Korean to refer to some aspects of Korean terms or grammar points.

Evaluator: B.U PARK Date: 11/18/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Korean
Oh, Kibon Hangul Tokpon

Oh, Henry C. Kibon Hangul Tokpon (Basic Korean Reader), Washington, D.C.: Foreign Service Institute, 1956.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic level teaching material

Publication information: Copy at Georgetown University Library, Sample pages at C.A.L. [PL 933.K52]

Intended users: Foreign Service Personnel studying Korean who have mastered Oh's First Volume of "Spoken Korean".

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Exclusive use of Korean alphabet in reader. Korean characters with phonetic transcript ions in glossary.

Physical quality of book: Good

Editorial quality of target language: many spelling errors, non-standard items

Editorial quality of English: Minimal English

Overall organization of text: [184pp.]

- Preface
- Reader
- Examples of Korean script
- Glossary

Vocabulary areas covered: Emphasis on political military terms

General comments:

CPT page label: KOROHHEA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) Oh, ! kibon Hangul Tokpon!

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	Too many errors in Spelling of Hangul, and some words used in the text are not standard Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An adapted and edited reader based on old Korean elementary school children's textbook, this reader has too many misspellings in the Korean Hangul orthography. Some of the lessons are transcribed versions of Lukoff's Spoken Korean. This book is out of date in contents and format.

Evaluator: BAI PARK Date: 11/18/85

BEST COPY AVAILABLE

Park, Bong Nam. Korean Basic Course, Volumes 1 and 2. Washington, DC: Foreign Service Institute, 1968-69.

Specific language/dialect taught: Korean, standard

Type of text: basic level teaching material

Publication information: Copies at CAL. [PL913.P33 1972]

Intended users: English speakers

Format: two books

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: phonetic transcription, with the exception of the basic dialogues and glossaries which are in Hangul script. In 1985, FSI issued an all-Hangul version of Volume 1 for internal use only.

Physical quality of book: good quality paperbacks

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Two volumes, with 47 lessons in all, typically arranged as follows:
1. Basic dialogues;
2. notes on dialogues;
3. grammar notes;
4. drills;
5. exercises;
6. Korean-English/English-Korean glossaries;
7. index to grammar notes.

Volume 2 also includes reading passages at the end of each lesson.

Vocabulary areas covered: non-specific

General comments:

CPT page label: KORBPARA1

LARC staffer: MP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
Park, FSI Korean Basic Course

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			Modern standard Korean spoken in Seoul, acceptable to educated native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Standard texts using the audiolingual approach, these books were desiged to teach spoken Korean to English speakers who will live and work in Korea. The materials are presented in a typical lesson format including situationally-oriented bassic dialgues, followed by grammar notes, drills and exercises. The text is widely used in government agencies and in universities where Korean is taught.

Evaluator: B.N. Park

Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

KOREAN
Park, FSI Basic Course

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	X			X		
Presentation, explanation of basic grammatical structures	X				X	
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				X	
Development of appropriate range of vocabulary	X				X	
Presentation of cultural and functional information	X			X		
Development of encoding, decoding skills (in non-roman alphabets)					X	
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	X		
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KOREAN
Park, FSI Basic Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?	X		
Are lessons in the materials organized around grammar to the exclusion of functions?		X	

Comments:

Evaluator: B.N. Park

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Park, Intensive Course

Park, Chang-Hai. An Intensive Course in Korean. Seoul, Korea: Yonsei University Press, 1972, 2 Vols.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic level teaching material

Publication information: Sample pages at C.A.L.

Intended users: English-speakers at Korean Language Institute of Yonsei University

Format: Book 2 Vols.

Overall grammatical/pedagogical approach: Traditional with some audiolingual features

Presentation of language: Hangul alphabet with phonetic transcriptions

Physical quality of book: Good

Editorial quality of target language: good

Editorial quality of English: Good

Overall organization of text:[Pages xxi 733pp.]

Vol. I
- Table of Contents - very detailed
- 30 Units each containing:
  - Conversation
  - Pronunciation
  - Grammar
  - Sentence Patterns
  - Review

Vol. II
- Entirely in Hangul

Vocabulary areas covered: General academic

General comments:

CPT page label: KORCPARA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg) PARK, 'Intensive Course'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Standard modern Korean acceptable to native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The materials are in general of good quality for its goals. Relatively well organized.
Are the materials usable in language teaching contexts?	✓*	*		This is usable in all language teaching contexts.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Designed for American missionary Korean language students, the text can be used in an intensive program 2 5-10 months. However the contents of the lessons as the lessons progress are folklore, religious and literature oriented. The text is not currently used at Yonsei University KLI where it was first written even when the author was the Director.

Evaluator: B N PARK Date: 11/18/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean
(text) PARK, 'Intensive Course'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓				✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Korean
(lg) PARK, 'Intensive Course'
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Originally written for the American Missionary Students studying Korean at Yonsei University Korean Language Institute the text follows the typical audiolingual format: Basic Dialogues, grammar notes, and pronunciation and grammar exercises, etc. Throughout the text in Vol. 1 both Hangul and romanization are provided. In Vol. 2 everything is written in Hangul only without English translations except for the basic dialog sentences.

Evaluator: BA! PAR Date: 1/18/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Park, Francis Y.T. Speaking Korean, Books I and II. Elizabeth, NJ: Hollym International, 1984.

Specific language/dialect taught: Korean

Type of text: Basic level teaching material

Publication information: [PL913.P34 1984] First published in Seoul in 1977.

Intended users: English speakers

Format: two books

Overall grammatical/pedagogical approach: structural/audiolingual

Presentation of language: Han-gul and transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[viii, 489pp]
Introductory sections on Han-gul; phonology and intonation and final contours.
52 units, each arranged as follows:
1. basic sentences;
2. notes on basic sentences;
3. structure notes;
4. drills (substitution, pattern, intonation, response, level, expansion);
5. short stories--to review grammatical constructions already introduced; usually only three lines long;
6. reading--to reinforce audiolingual skills, and increase vocabulary.

Vocabulary areas covered: much communication and survival in newcomer situations.

General comments:

CPT page label: KORYTPAA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) PARK, 'Speaking Korean'

META - CRITERIA

Books 1 and 2

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			The language used in the text is contempory standard Korean, acceptable by educated South Koreans
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	V			The materials are well organized, clearly printed in off-setting characters.
Are the materials usable in language teaching contexts?	V*	*		This is a very good text usable in an intensive Korean language program.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Written by the original principal auther of Myungdo's Korean 1967', he revised the Myungdo texts over the years, publishing it under the new title 'Speaking Korean' in 1981-82. This is a considerably improved version of the Myungdo Korean PART 1 & 2.

Evaluator: BN PARK Date: 11/20/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean

(text) PARK 'Speaking Korean' Books 1 & 2

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓				✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓		✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KOREAN
Park, Francis, Speaking Korean

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?		X	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?		X	
Are lessons in the materials organized around grammar to the exclusion of functions?		X	

Comments: The author uses the format of basic sentences at the beginning of each lesson as a starting point for the grammar notes which follow. The basic sentence approach is weak in developing functional skills in terms of situationally-oriented competence. Vocabulary and structures previously introduced are not regulary recycled or reviewed. Grammar explanations lack grounding in linguistic theory. Because the book has been designed to teach missionaries, much of the vocabulary is related to folklore and religion, and would therefore not be useful to the average university student. Overall, however, the book does include colloquialisms, in addition to interesting anecdotes in reading passages written in the spoken style.

Evaluator: B.N. Park

Date: November, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Korean
Taehakkyo, Yonsei Basic Conversation

Taehakkyo, Yonsei Basic Conversation in Korean. Seoul, Korea: Korean Language Institute, Yonsei University, 1967.

Specific language/dialect taught: Korean (Standard)

Type of text: Basic level teaching material

Publication information: 1 Copy of Vol. I at Georgetown University Library. Sample pages at C.A.L. [PL914.465]

Intended users: English Speakers

Format: Multi-volumed/Book

Overall grammatical/pedagogical approach: Audiolingual

Presentation of language: Hangul Alphabet

Physical quality of book: Good, typewritten Text.

Editorial quality of target language: good

Editorial quality of English: Non-native but understandable

Overall organization of text: [Page 1, 345 pp]

Table of Content in English
Introduction
  Korean Alphabet
  Korean Sound System
20 Lessons each presenting vocabulary for a particular situation and dialogues to practice that vocabulary

Vocabulary areas covered: Situational (e.g. In the Classroom, Shopping, Getting Dressed, etc.)

General comments:

CPT page label: KORTAEHA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Yonsei Taehakkyo, "Basic Conversation in Korean"
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Standard Spoken Korean used in Seoul.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			This is an excellent basic spoken text for a short course
Are the materials usable in language teaching contexts?	✓*	*		Can be used for 100-200 hr. basic Korean Conversation Course.

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: A very short course for only 100-200 hrs of study.

Evaluator: DN PARK Date: 11/18/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean
(text) Yonsei Tachakkyo 'Basic Conversation in Korean'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Korean (lg)
Yonsei Taehakkyo (text) 'Basic Conversation in Korean'

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: A short basic Course designed to teach Spoken Conversational Everyday Korean for a 100-200 hour Course, this textbook can be used with a Yonsei University KLI Teacher as instructor most effectively However, the English portions are neither accurate nor sufficient in many places. The textbook is useful in teaching conversations in a situationally oriented format.

Evaluator: BAI DARK Date: 11/18/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Vandesande, Myongdo's Korean

Vandesande, Anthony and Francis Park.
Myongdo's Korean, Parts I and II.
Seoul, Korea: Myongdo Language
Institute, 1980.

Specific language/dialect taught: Korean, dialect not specified

Type of text: basic level teaching material

Publication information: [PL914.V36 1980] Reprint of 1968 ed.

Intended users: English speakers

Format: 2 books

Overall grammatical/pedagogical approach: structural

Presentation of language: Han'gul script; McCune-Reischauer system of romanization.

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[Part I: 463pp; Part II: 529pp]
38 lessons, each consisting of the following parts:
1. basic dialogue;
2. notes on the dialogues;
3. explanation of the structural patterns which were introduced in dialogues;
4. drills (substitution, pattern, integration, response, level and expansion).

Han-gul script is introduced in the beginning.

Vocabulary areas covered: mainly communication and survival in newcomer situations.

General comments:

CPT page label: KORVANDA1

LARC staffer: MP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Park/Vandesande, Myongdo's Korean
(also US DLI Korean FLAMRIC)

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	X
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: This textbook is usable in class with a native speaker of Korean.

Evaluator: B.N. Park

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Basic Course Material Evaluation - 1

KOREAN
Park/Vandesande, Myongdo's Korean
(also US DLI Korean FLAMRIC)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		X			X	
Presentation, explanation of basic grammatical structures	X			X		
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				X	
Development of appropriate range of vocabulary		X			X	
Presentation of cultural and functional information	X			X		
Development of encoding, decoding skills (in non-roman alphabets)				X		
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	X		
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Park & Vandesande, Myongdo's Korean
(also DLI's Korean FLAMRIC)

Basic Course Materials Evaluation - 2

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: The two-volume text was originally designed to train American missionaries in 1969. It follows the typical audiolingual format. While basic dialgues are uniquely colloquial, acceptable to native Korean speakers, there are many expressions in the conversations which are considered to be too slangy and are extremely offensive to the native-speaking Korean if used by a foreigner. The typical conversations in the text are exchanged by two or more native Korean speakers without an English speaker in the conversation. Dialogues are often related to folklore or religion, thus lacking the practicality necessary for the English speaker who will live and work in Korea. Grammar presentations lack grounding in sound linguistic principles, and explanations are very often misleading, or inaccurate. Vocabulary items are limited for practical and diverse situations.

Evaluator: B.N. Park

Date: November, 1985

Y = yes; S = somewhat; N = no

Yi Eun and R.H. Blyth. A First Book of Korean
2nd ed. Tokyo: Hokuseido Press, 1962

Specific language/dialect taught: Korean (Standard)

Type of text: Reference Grammar, and Basic level teaching material

Publication information: Copy at Georgetown University Library. Sample pages at C.A.L. [PL913.Y5 1962]

Intended users: English-speakers Part I offers theory, Part II offers practice

Format: Book

Overall Grammatical/Pedagogiccal approach: Traditional

Presentation of language: Korean appears exclusively in phonetic transcription

Physical quality of book: Good

Editorial quality of target language: acceptable

Editorial quality of English: Very good

Overall organization of text: [Pages viii 175 pp.]

Preface in English
Table of Contents
Part I - General Survey of Korean Speech (Theory)
Part II - Daily Conversation with situational vocabulary lists

Appended are:
Text of a Korean Fable
"Arireng"
Hangul (Korean Alphabet)
Japanese Letters
Illustration: Korean costume
Map of Korea

Vocabulary areas covered: Part I Non-specific used to illustrate grammar points
Part II Situational "Daily conversation"

General comments: Second edition includes comparisons of Koreans and Japanese syntext.

CPT page label: KORYIEUA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) 1 → 'A First Book of Korean'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		English, Korean and Japanese are used for all Korean examples. The Korean language used in the text lacks the consistency in modern colloquial style.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: The grammar explanations do not have consistency in analysis, lacking scientific linguistic approach. Some sentences are often artificially made up. This book is a sort of comparative study of some features of Korean for English and Japanese. Japanese equivalents are given in Romanized

Evaluator: BAE PARK Date: 11/18/85

BEST COPY AVAILABLE

KOREAN
Young, Learn Korean.

Young, John. Learn Korean: College Text.
Seoul, Korea: n.p., 1972

Specific language/dialect taught: Korean (Standard)

Type of text: Basic level teaching material

Publication information: First printed in 1968 as Learn Korean: Pattern Approach.
The University of Maryland, Far East Division holds the copyright.
[PL913.Y6 1972]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: Audiolingual

Presentation of language: Korean words presented in Hangul alphabet without phonetic transcriptions

Physical quality of book: Good

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [pages viii 158pp.]
Table of Contents
Introduction explaining Purpose, Approach, Lesson Arrangement
15 Lessons with following format:
- Useful Expressions
- Dialogue
- Pattern Sentences
- Notes
- Vocabulary
- Pronunciation Practice
- Drills
- Exercises

Appended are: Abbreviations, Korean Sounds and Hangul Alphabet, Korean Sound Changes, Pattern Sentences, Predicates, Conjugtion Table, Glossary.

Vocabulary areas covered: Non-specific - Vocabulary used to illustrate grammar points

General comments:

CPT page label: KORYOUNWA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Yoonig, 'Learn Korean'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language used in the text is modern standard Korean
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		In general, the materials presented serve the purpose of text, but printing is often not clear.
Are the materials usable in language teaching contexts?	✓*	*		This text can be used for a beginning Korean class by ~~an experienced teacher~~

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This book is poorly done in printing. It was originally printed in mimeographed copies with the letters typed rather than offsetting prints. The textbook is designed for use in college classrooms, with elementary level spoken language as its teaching goal. However, this text needs revision and reprinting.

Evaluator: BN PARK Date: 11/19/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Korean
(text) Young, 'Learn Korean'

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Korean
(text) Young, 'Learn Korean'

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Although this textbook is designed to teach spoken Korean through Hangul from the beginning introducing the students to basic dialogues, drills by pattern practic and exercises, etc., the basic dialogues are not realistic & natural in many instances. They are created artificially to support the grammar and/or patterns that are introduced for the lessons. This text is not widely known in the United States as usable effectively as a college text.

Evaluator: BN PARK Date: 11/19/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Advanced Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Chang, Intermediate

Chang, Sung-Un and Robert P. Miller. Intermediate Korean. New Haven: Institute of Far Eastern Languages, Yale University, 1959

Specific language/dialect taught: Korean

Type of text: Advanced level teaching materials

Publication information: Copy at Library of Congress [PL913.C43]

Intended users: Second-level proficiency in reading

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Hangul alphabet

Physical quality of book: Paperback with stapled binding

Editorial quality of target language: excellent

Editorial quality of English: Minimal English but very good

Overall organization of text:
Korean Reading Selections [104pp.]
Korean-English Dictionary with occurence cited by page [75pp.]

The readings were all taken from National Language (readers for Korean elementary schools) and represent an array of cultural, social and political subjects. The authors note that they were selected on the basis of linguistic content and "because they may be considered good examples of Korean prose."

Vocabulary areas covered: Literary, special political and cultural themes

General comments:

CPT page label: KOACHANG

LARC staffer: MG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean

(Lg) Chang 'Intermediate'
(Text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			The Korean language portions in the text are standard Korean used by native speakers of Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		V		The materials are well organized in Lessons in spite of the highly complex nature of Gra.
Are the materials usable in language teaching contexts?	•	V•		This is usable for advanced level students.

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: An intermediate-advanced level Korean language texts is designed for Spoken language for students who have studied Korean for 7-10 months in an intensive program and 1-2 year College Courses. The contents of the lessons are of highly practical nature dealing with Newspaper language. Some topics are out of date in

Evaluator: BN PARK Date: 11/9/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Korean
(text) Chang, 'Intermediate'

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		✓			✓	
Presentation, explanation of advanced grammatical structures		✓			✓	
Development of automaticity, fluency		✓			✓	
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓				✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect		✓			✓	
Development of competence in regional/ social dialects		✓			✓	

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓	
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Korean
(text) Chang, "Intermediate"

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: This text has many lessons which deal with the international scences during the Cold War period of post WWII. While the contents of the text are out of date in many lessons, the vocabulary and usages used in the text are very useful for the intermediate-advanced leve Korean language students who have to handle newspaper language in their work, such as military and foreign service officers. However, the original Korean Hangul typewritten letters are not easily readable. This text needs to be reprinted in new type-setting letters. This text is not appropriate as a college text. The glossary and vocabulary lists with a variety of usage expressions are excellently done.

Evaluator: BAYER

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Chang, Reading in Contemporary Korean

Chang, Sung-Un and Samuel E. Martin. Reading in Contemporary Korean. New Haven, CT: Yale University, 1952.

Specific language/dialect taught: Korean (Standard)

Type of text: Advanced level teaching material

Publication information: Copy at C.A.L. 1985 price: $5.35. [PL913.C45]

Intended users: English speaking students with intermediate knowledge of Korean

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: All readings in Korean script

Physical quality of book: Good quality paperback

Editorial quality of target language: handwritten Hangul

Editorial quality of English: Excellent

Overall organization of text:[Pages iii 98pp.]
After Title Page, Introduction and Table of Contents, the organization of the reader is traditionally Korean with 11 Readings presented in Korean orthography from right to left, pp.1-66. A Korean-English glossary is found on pp.67-98

Vocabulary areas covered: General/academic

General comments:

CPT page label: KORCHANB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Chang, 'Reading in Contempora
(text) Korean'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		An edited version of South Korean elementary school textbooks.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	Handwritten Hangul; poorly organized.
Are the materials usable in language teaching contexts?	•	✓ •		In a limited fashion the text can be used for elementary read practice

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A selection of 11 narrative prose-style lessons adapted from the textbooks for Korean elementary school children, with glossary at the end of the text. This reader is handwritten. It is poorly organized without any indication how it can be used.

Evaluator: B.A. PARK Date: 11/27/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Korean
(text) Chang, 'Reading in Contemporary Korean'

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts			✓		✓	
Presentation, explanation of advanced grammatical structures			✓		✓	
Development of automaticity, fluency			✓			✓
Development of extensive range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of advanced reading skills						✓
Development of competence in various styles in the standard dialect			✓			✓
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓	
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Korean
(lg) Chang, 'Reading in Contemp. Korean'
(text)

Y	S	N
	✓	

Do the materials prepare students for self-learning after the course is over?

Comments: This short reader is an edited version of some lessons from the Korean elementary children's books of 1950's. It is not usable in language teaching contexts with adult English Speakers as students, primarily because the contents are very childish in nature and the vocabulary used in the text has no practical relevance.

Evaluator: BA PARK

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Olmstead, Forklore Reader

Olmstead, David Lockwood. Korean Folklore Reader.
Bloomington, IN: Indiana University, 1963, 1966.

Specific language/dialect taught: Korean (Standard)

Type of text: Advanced level teaching material

Publication information: Copy at Georgetown University/Library. Sample pages at C.A.L. [PL913.04]

Intended users: English-speakers with basic knowledge of written Korean. Also useful for systematic study of the relationships between the orthography and the Korean phonemic and morphophonemic systems

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Hangul alphabet with phonetic transcriptions

Physical quality of book: Good

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [97 pp.]
Introduction - Purpose and Approach
19 Folktales with marginal notes on pronunciation/meaning
Bibliography

Vocabulary areas covered: Literary

General comments:

CPT page label: KOROLMSA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Olmstead, Folklore Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			The language used in the text is written style, adapted from elementary school children's books.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		V		The format is ~~an~~ an old style the main text in Hangeul, followed transcripts in romanization and translations.
Are the materials usable in language teaching contexts?	•	V•		In a limited way the materials can be used in an American college Korean reading class.

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	V
Reference Materials	
Dictionaries	

Electronic Aids	

Comments This short folklore reader is a collection of Korean folklore stories which are in the Korean elementary school children's books. The text may be usable for the English-speaking Korean language students, who already have a considerable reading proficiency in Korean. It can be used for the student who is interested in Korean culture, history and social customs.

Evaluator: B. Park Date: 1/12/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Korean I, Intensive
(lg) Olmstead, Faltelose
(text) Reader

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts			✓			✓
Presentation, explanation of advanced grammatical structures			✓			✓
Development of automaticity, fluency			✓			✓
Development of extensive range of vocabulary			✓		✓	
Presentation of cultural and functional information		✓			✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect		✓			✓	
Development of competence in regional/ social dialects			✓		✓	

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Korean
(text) Olmstead, 'Folklore Reader'

Do the materials prepare students for self-learning after the course is over?

Y	S	N

Comments: This book can be used in a limited fashion by a student who already has a considerable knowledge of Korean with reading comprehension. The text has about 19 selections of stories, each lesson consisting of the main text in Hangeul, followed by Romanized version and English translations. There is no vocabulary or glossary list attached anywhere in the text.

This book can be used by the only people who are interested in the Korean culture and folklore stories.

Evaluator: B.N. PARK

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

KOREAN
U.S.D.L.I. Intermediate Course

U.S. Defense Language Institute
Korean: Intermediate Course.
Predidio of Monterey, CA, 1965

Specific language/dialect taught: Korean

Type of text: Advanced level teaching material

Publication information: Copy of VOL. III of the series at Library of Congress [PL913.U677]

Intended users: Students with advanced reading proficiency in Korean

Format: Book/Multi-volumed

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Hangul script.

Physical quality of book: Paperback with ringed binding. Hangul print is large and clear.

Editorial quality of target language: good

Editorial quality of English: Minimal English, but good

Overall organization of text: Vol.III Lessons 26-35 [69 pp.]
Contents
9 Lessons each based on a reading with accompanying drills and each with a Korean-English glossary.

Vocabulary areas covered: Standard newspaper style vocabulary.

General comments:

CPT page label: KORUSDLA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean (lg)
U.S.D.L.I. 'Intermediate Course' (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		V		The language used in the text is standard Korean, acceptable to educated native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		V		It is generally well organized and there are some useful dialogues lucidly presented.
Are the materials usable in language teaching contexts?	*	V*		In an intermediate level course, this text can be used as a supplementary text.

* Specific language-teaching context

Basic Courses	
Advanced Courses	V
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Not like other DLI beginning course textbooks, this 'Intermediate Course' situations in basic dialogues not related to military contexts only. The primary goal of this text is to teach situationally related conversation through the Hangul Scripts only. This text can be used as a supplementary text in an intermediate level conversation class with even non-military students.

Evaluator: BN PARK Date: 11/19/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Korean
(text) U.S.D.L.I. Intermediate Course

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts		✓			✓	
Presentation, explanation of advanced grammatical structures		✓			✓	
Development of automaticity, fluency		✓			✓	
Development of extensive range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect		✓			✓	
Development of competence in regional/ social dialects		✓			✓	

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓	
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Korean
(lg) U.S.D.L.I, 'Intermediate Course
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

Comments: Although the Korean portions of the text materials are handwritten throughout the book, they are clearly written in print style. This book has a well organized lesson format with basic dialogues, additional vocabulary notes, glossary, translation exercises and reading passages using only the vocabulary items and structure that occured previously.
The situations and contents of the conversations throughout the text are for general students, not for military personnel only. Therefore, it can be used for any conversation class of the intermediate level Korean language students.

Evaluator: BNPark

Y = yes; S = somewhat; N = no

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Refresher-Maintenance Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
U.S.D.L.I., Korean Flamric

U.S. Defense Language Institute. Korean Flamric (Foreign Language Maintenance, Refresher, and Improvement Course). Monterey, CA: Defense Language Institute, 1981.

Specific language/dialect taught: Korean (Standard)

Type of text: refresher-maintenance, basic level teaching materials

Publication information: Copy available at C.A.L. Adapted from Myongdo's Korean, by Francis T. Park and Anthony Vandesande.

Intended users: English speakers; for review at the basic level

Format: Book with 16 accompanying cassettes

Overall grammatical/pedagogical approach: Audiolingual

Presentation of language: Korean Script

Physical quality of book: Excellent quality paperback in binder with accompanying cassettes

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: Book [Pages ii 463 pp.], 16 Cassettes
Table of Contents
Introduction to Grammar Review
Key to Abbreviations and Symbols
Objectives
18 Lessons - Lessons 3-13 have accompanying taped exercises
Typical Lesson Content:
1) Dialogue
2) Structural Pattern Practice
3) Aural Practice Using Tape

Vocabulary areas covered: Situational "In the Post Office" "At the Bankers", etc.

General comments:

CPT page label: KORUSDLB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Park/Vandesande, Myongdo's Korean
(also US DLI Korean FLAMRIC)

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	X
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: This textbook is usable in class with a native speaker of Korean.

Evaluator: B.N. Park

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Park/Vandesande, Myongdo's Korean
(also US DLI Korean FLAMRIC)

Basic Course Material Evaluation - 1

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		X			X	
Presentation, explanation of basic grammatical structures	X			X		
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				X	
Development of appropriate range of vocabulary		X			X	
Presentation of cultural and functional information	X			X		
Development of encoding, decoding skills (in non-roman alphabets)				X		
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	X		
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Park & Vandesande, Myongdo's Korean
(also DLI's Korean FLAMRIC)

Basic Course Materials Evaluation - 2

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop [illegible] skills to handle language material above their momenta[illegible]		X	
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: The two-volume text was originally designed to train American missionaries in 1969. It follows the typical audiolingual format. While basic dialgues are uniquely colloquial, acceptable to native Korean speakers, there are many expressions in the conversations which are considered to be too slangy and are extremely offensive to the native-speaking Korean if used by a foreigner. The typical conversations in the text are exchanged by two or more native Korean speakers without an English speaker in the conversation. Dialogues are often related to folklore or religion, thus lacking the practicality necessary for the English speaker who will live and work in Korea. Grammar presentations lack grounding in sound linguistic principles, and explanations are very often misleading, or inaccurate. Vocabulary items are limited for practical and diverse situations.

Evaluator: B.N. Park

Date: November, 1985

Y = yes; S = somewhat; N = no

Reference Materials

Lee, Chang Hei. Practical Korean Grammar.
Seattle, WA: distributed by the University
of Washington Press, 1955.

Specific language/dialect taught: Korean, standard

Type of text: Reference, grammar

Publication information: out of print. Sample pages at CAL. Copy at Georgetown University Library [PL913.L4]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Korean characters with phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: very good

Overall organization of text:
[xi, 225pp]
Preface in English.
Seven chapters include:
1. presentation of grammar points;
2. exercises;
3. translations (English to Korean).

Index.

Vocabulary areas covered: general

General comments:

CPT page label: KORLEECB1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) KOREAN
(text) LEE, PRACTICAL KOREAN GRAMMAR

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			Standard Korean (acceptable to educated native speaker
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		V		material poorly organized and presented; goals not realistic
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This short grammar book was written based on the grammar description of old generation Korean grammarians in the 1930's-40's. Many statements lack consistency in scientific description; sentences used as examples are of poetic and/or written style in many instances.

Evaluator: B N. Park Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Korean
(lg)
LEE, 'Practical Korean Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study		✓	
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: BN Park Date: 11/15/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?	✓		
		✓	

Comments: While this grammar book was apparently intended for classroom use, it is not suitable for ordinary students. The author uses a great deal of grammatical terms which are archaic and not easily comprehensible by laymen. The book is poorly organized in terms of readability; English letters are too small and the contents too jammed without sufficient spaces between lines and paragraphs. Romanization of Sample Korean sentences stands out too prominently, overshadowing the English meanings of those.

Although Korean sentence examples are authentic, they are very often too poetic and literary in style. Many of these sentences are never used in colloquial style.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lukoff, Fred. A Grammar of Korean. Ann Arbor, MI: University Microfilms, 1954.

Specific language/dialect taught: Korean

Type of text: Reference, grammar

Publication information: out of print; Library of Congress Microfilm No: AC-1 #8564.

Intended users: linguists, advanced students of Korean.

Format: microfilm

Overall grammatical/pedagogical approach: descriptive grammar

Presentation of language: Korean in phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[vi, 251pp]

1. Phonemes;
2. distribution of the phonemes;
3. morphophonemics;
4. morpheme classes
5. structure of words based on verb stems;
6. noun phrases and noun compounds;
7. verb constructions;
8. adverbs, particles;
9. the clause.

Vocabulary areas covered: non-specific

General comments:

CPT page label: KORLUKOC1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg) Lukoff, 'Korean Grammar'
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		The language used in the book is acceptable to educated Korean speakers, but there are some expressions which are of North Korean dialects.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			As a reference grammar book the materials fulfilled the text goals.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This book is a reprint of the author's Ph.D. dissertation, which analyzes some aspects of the Korean language. This book has Korean materials in Romanization (phonemic symbols).

Evaluator: BN PARK Date: 11/19/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Korean
(lg) Lukoff, 'Korean Grammar'
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach			✓
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category	✓		
c. functional category	✓		
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription		✓	
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference		✓	
c. linguistic study	✓		
Do the materials purport to describe the entire language?	?	✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: BN PARK Date: 11/19/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Korean
Lukoff, 'Korean Grammar'

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.	✓		

Comments: An excellent reference book for scientific linguists and Korean language grammarians, this book deals with an analysis of Korean syntax and grammar based on the American structural/descriptive linguistics.

This book is not recommended to the ordinary Korean language students but to students of linguistics. It is not an easy book to comprehend by a non-specialist.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Sonu, Hak-won. A Korean Grammar. Trans. by K. Treska. Prague, Czechoslovakia: Statni Pedagogicke Nakladatelstvi, 1952.

Specific language/dialect taught: Korean

Type of text: Reference, Grammar

Publication information: out of print; copy at the Library of Congress [PL913.S6 1952]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: romanization

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
[189pp]
15 chapters in which grammar is presented in traditional terms.
Classification table of parts of speech.
Index.

Vocabulary areas covered: vocabulary primarily used to illustrate grammar points.

General comments:

CPT page label: KORSONUA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg) SONU. 'A Korean Gramma
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		The Korean language samples presented is quite often old-foshioned, but they are still understood as old-foshioned standard dialect.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		The book is relatively well organized in presentation.
Are the materials usable in language teaching contexts?	*	*	✓	The materials used can be only referencial.

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This short Korean grammar book, published in 1952, was written based on the old school of Korean philology. The Korean sentence/word samples are presented in phonetic symbols only without being accompanied by the Korean Hangul orthography. This book can be used only as reference materials by linguists or grammarians.

Evaluator: B N PARK Date: 11/19/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Korean
(text) SONN, 'A Korean Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed		✓	
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)		✓	
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: BN PARK Date: 11/19/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Korean
SONU, 'A Korean Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.		✓	
		✓	

Comments: Designed as a quick reference grammar book for English speakers, this book is in a good presentable format. However, it is not adequate as a teaching/learning text for beginning Korean language students. The analysis of the Korean grammar is not based on the modern structural/descriptive linguistic theory; the ~~examples~~ Korean materials for discussion purposes are too often very old-fashioned expressions, which are not used by the present day Korean speakers. The phonetic symbols used for the Korean materials make it difficult for layman to read it.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Yi Eun and R.H. Blyth. A First Book of Korean
2nd ed. Tokyo: Hokuseido Press, 1962

Specific language/dialect taught: Korean (Standard)

Type of text: Reference Grammar, and Basic level teaching material

Publication information: Copy at Georgetown University Library. Sample pages at C.A.L. [PL913.Y5 1962]

Intended users: English-speakers Part I offers theory, Part II offers practice

Format: Book

Overall Grammatical/Pedagogiccal approach: Traditional

Presentation of language: Korean appears exclusively in phonetic transcription

Physical quality of book: Good

Editorial quality of target language: acceptable

Editorial quality of English: Very good

Overall organization of text: [Pages viii 175 pp.]

Preface in English
Table of Contents
Part I - General Survey of Korean Speech (Theory)
Part II - Daily Conversation with situational vocabulary lists

Appended are:
Text of a Korean Fable
"Arireng"
Hangul (Korean Alphabet)
Japanese Letters
Illustration: Korean costume
Map of Korea

Vocabulary areas covered: Part I Non-specific used to illustrate grammar points
Part II Situational "Daily conversation"

General comments: Second edition includes comparisons of Koreans and Japanese syntext.

CPT page label: KORYIEUA?

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) Y1, 'A First Book of Korean'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		English, Korean and Japanese are used for all Korean examples. The Korean language used in the text lacks the consistency in modern colloquial style.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓
Electronic Aids	

Comments: The grammar explanations do not have consistency in analysis, lacking scientific linguistic approach. Some sentences are often artificially made up. This book is a sort of comparative study of some features of Korean for English and Japanese. Japanese equivalents are given in Romanization.

Evaluator: BAE PARK Date: 11/18/85

BEST COPY AVAILABLE

Dictionaries

Jones, B.J. (ed.). Standard English-Korean Dictionary for Foreigners (romanized). Elizabeth, NJ: Hollym International Corp., 1984.

Specific language/dialect taught: Korean, standard

Type of text: Reference, dictionary

Publication information: 1985 price: $6.95. Copy at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Hangul script and romanization.

Physical quality of book: good quality paperbound with sewn binding.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[vii, 386pp]
Description of the Hangul alphabet;
Korean letters and their sounds;
charts of Korean Alphabets I and II
Approximately 12,000 English entries with romanized Korean equivalents.

Vocabulary areas covered: n/a

General comments:

CPT page label: KORJONEA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN

(lg) JONES :

(text) Standard English-Korean Dictionary for Foreigne

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	V			A pocket size English-Korean dictionary, the English and Korea are in standard language
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	V			The content of material is concise but well organized; the goal of the author's intent is fulfilled.
Are the materials usable in language teaching contexts?	V*	*		In a limited fashion elementary level Korean language students can use it.

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	V

Electronic Aids	

Comments: This small pocket-size English-Korean dictionary with about 12,000 word entry has the definitions of meaning in Korean with both Romanization and Hangul. Each English word has only one definition. This is almost like Underwood's Concise English-Korean Dictionary by Tuttle Co., except that this one has a little more word entries (4,000 more words than that of Underwood (8,000)

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) KOREAN
(text) Jones: 'Standard English-Kore Dictionary for Foreigners

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents		✓	
d. transliterations		✓	
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms		✓	
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels			
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

Korean
Lew, English-Korean Dictionary

Lew, Hyungki (ed.). New Life English-Korean Dictionary. Washington, DC: Educational Services, 1952.

Specific language/dialect taught: Korean, standard

Type of text: Reference, dictionary

Publication information: First published 1946 in Seoul, Korea. Copy at Georgetown University [PL937.Y8 1952]; sample pages at CAL.

Intended users: Korean speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: English entries transcribed phonetically--extensively defined in Hangul script.

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: non-native

Overall organization of text:
[viii, 1301 pp]
Preface in Korean.
List of abbreviations.
Key to phonetic transcription of English.
English-Korean Dictionary with approximately 25,000 entries.
Appended are: world currency chart, list of irregular past tense of English verbs.

Vocabulary areas covered: n/a

General comments:

CPT page label: KORLEWHA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
(lg)
LEW, Hyungki (Ed.), "New Life English-Korean Dictionary"
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language in the dictionary is standard Korean, written for educated native speaker.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			This dictionary is thoroughly well organized; it is designed for Korean speakers who study English.
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: This is a typical book-size English-Korean dictionary designed for the educated Korean speaker who wants to find the definitions of English words and phrases. The meanings of the English entries are written in Hangul or Sino-Korean characte

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILA

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
(lg)
LEW, Hyungki (ed.),
(text) 'New Life English-Korean Dictionary'

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies	✓		
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations		✓	
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?			✓

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
YU, New Life English-Korean Dictionary

Lew, Hyungki (ed.). New Life Korean-English Dictionary; American edition. Washington,DC: Educational Services, 1952.

Specific language/dialect taught: Korean (Standard)

Type of text: Ref., Dictionary

Publication information: Copy at Georgetown University. Sample pages at C.A.L. [P1937.E5Y82 1952]

Intended users: Basically written for native Korean speakers, this edition can be used by English speaking students of Korean

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: English entries with phonetic transcription defined in Hangul

Physical quality of book: Script good

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text: [Pages v 1143 pp.]
Introduction in Korean Script
Supplementary Tables of Contents in English
Chart, English sounds with phonetic representations
English-Korean dictionary with approximately 15,000 entries
Various appendices including:
English documents (Gettysburg Address)
Quotations
Weights and Measures

Vocabulary areas covered:

General comments:

CPT page label: KORLEWHB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) Yol, 'New Life English-Korean Dictionary'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			The language used in the dictionary is acceptable to educated Koreans.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			the Korean materials are in mixture of Hangul and Chinese characters.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: This English-Korean dictionary is for educ Korean speakers who are studying English. It is not for English speakers for the study of Korean. Even for Korean speakers those who do not have sufficient Chinese character knowledge cannot use this dictionary easily.

Evaluator: BN PARK Date: 11/8/88

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Korean
(text) Yoll, 'New Life English Korean Dict.')

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies		✓	
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information			✓
g. examples		✓	
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?			✓

In Kor.

Evaluator: BNPARK Date: 11/18/88

Y = yes; S = somewhat; N = no

KOREAN
Martin, Korean-English Dictionary

Martin, Samuel Elmo, Yang Ha Lee and Sung-Un Chang. New Korean-English Dictionary. Seoul: Minjungseogwan, 1967.

Specific language/dialect taught: Standard Korean

Type of text: Ref. Dictionary

Publication information: Copy at Georgetown University Library
Sample pages at C.A.L. [PL937.E5M3]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Yale Romanization of North/South Korean alphabets

Physical quality of book: Good

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [pages xviii 1902pp.]
Table of Contents (in English)
Introduction to Dictionary's Approach, Features
Ecplanation of Yale Romanixation
Korean Pronunciation
Abbreviations
Key to Order of Entries
Korean-English Dictionary w/approx. 12,000 entries

Vocabulary areas covered:

General comments: Korean entries are arranged by Korean script but accompanied by Yale romanization.

CPT page label: KORMARTB1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Korean
(text) Martin, 'Korean-English Dictionary'

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			This is a large volume comprehsive dictionary for both Standard Korean and a variety of Korean dialects.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			Extremely well organized.
Are the materials usable in language teaching contexts?	*	✓*		As a reference dictionary it is useable but not as a textbook

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: This is probably the most comprehensive Korean-English dictionary ever compiled for use by English-speakers. Entries contain thorough linguistic information. If relevant, dialectal as well as South Korean and North Korean differences are also indicated. An excellent reference dictionary to have for all aspects of Korean language study for serious English-speaking students of Korean.

Evaluator: BN PARK Date: 11/8/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Korean
(text) Martin, Korean-English Dictionary I

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies	✓		
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries	✓		
k. information on style levels	✓		
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors	✓		
n. cultural information	✓		
Are examples			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: BN PARK Date: 11/18/85

Y = yes; S = somewhat; N = no

Minjungseorim's Essence Korean-English and English-Korean Dictionaries. Seoul: Minjungseorim, 1984.

Specific language/dialect taught: Korean, standard

Type of text: dictionary

Publication information: Reprints of 1971-72 editions.

Intended users: mainly Korean speakers, Korean-English version suitable for use by English speakers.

Format: two books

Overall grammatical/pedagogical approach: n/a

Presentation of language: Hangul and romanization

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Korean-English [viii, 1738pp]

Ca. 52,000 Korean entries with English equivalents, derivatives, idioms, etc. All introductory pages in Korean. Numerous appendices, including verb tables, resume samples, letter samples, etc.

English-Korean [xxii, 1945pp]

Ca. 77,000 English entries phonetically transcribed, with Korean equivalents, and derivatives, idioms. Numerous appendices, including holidays, punctuation marks, work with numbers, measures and weights, comparison of terms in British and American English, list of British prime ministers since 1770, American presidents, etc. Illustrations of clothing, hats, wigs, furniture, etc.

Vocabulary areas covered: n/a

General comments:

CPT page label: KOREMINA1

LARC staffer: MP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
Minjungseorim's Essence dictionaries

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: These dictionaries were designed for Korean students of English. While the Korean-English version is suitable for use as well by English-speaking students of Korean, the English-Korean would be useful only to the very advanced English-speaking student.

Evaluator: B.H. Park

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KOREAN
Minjungseorim's Essence dictionaries

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			X
b. grammatical approach			X
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography			X
Included in entries:			
a. etymologies			X
b. definitions/explanations		X	
c. translation equivalents	X		
d. transliterations			X
e. phonetic transcriptions of pronunciation	X		
f. grammatical information	X		
g. examples		X	
h. use of entry in phrases, idioms	X		
i. syllable division	X		
j. cross-references to other entries		X	
k. information on style levels			X
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information		X	
Are examples			
a. literary quotations		X	
b. quotations from oral sources			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	X		
Does the dictionary approach full coverage of the vocabulary of the language?	X		
Is the dictionary primarily aimed at the English speaker?			X
Can the dictionary be used by beginning students of the language?		X	

Comments: Only the Korean-English dictionary would be usable by the beginning-level student, and such use would generally require guidance by the instructor.

Evaluator: B.N.

Date: November, 1985

Y = yes; S = somewhat; N = no

Thorlin, Eldora S. and Taesoon Henthorn. Everyday Korean: A Basic English Korean Wordbook. New York, NY: Weatherhill, 1983.

Specific language/dialect taught: Korean, standard

Type of text: Reference, dictionary

Publication information: 1985 price: $3.95. Copy at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: no Korean characters used

Physical quality of book: good quality paperback.

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
[vi, 180pp]
Introduction includes a key to the pronunciation of romanized representations of Korean. Notes on Korean grammar.

Approximately 3,000 English entries with Korean equivalents.

Appended are: Phrases for Everyday situations; number chart; table of equivalents.

Vocabulary areas covered: Approximately 3,000 of the words most commonly used in daily life, with emphasis on loan words.

General comments:

CPT page label: KORTHORA1

LARC staffer: RG, MP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean (18) Everyday Korean, HORLIN (text), English-Korean Words

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			This phrase book has Korean definitions in Romanization, which are standard Korean.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			The content is concise and is easy for use in practical situations.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This 180-page English-Korean wordbook is a quick reference book for useful words and phrases, written in English and Romanization. It can be considered as a handy reference book for an English-speaking Tourist in Korea and for a beginning Korean language student.

Evaluator: B N Park Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Korean
(text) Merlin: Everyday Korean, English-Korean Wordbook

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division		✓	
j. cross-references to other entries		✓	
k. information on style levels		✓	
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KOREAN
Tonga, Dictionary

Tonga Ch'ulp'ansa. Dong-a's Standard English-Korean Dictionary. Seoul, 1961.

Specific language/dialect taught: Korean

Type of text: Dictionary

Publication information: Copy at Library of Congress' Asian Section (Room 1008 Adams Bldg.) [PL937.E5T6]

Intended users:

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Standard English orthography with Romanized phonetic transcriptions

Physical quality of book: Small (4"x6") hardbound with onionskin pages, clear print

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [Pages vi 1352 pp.]
Preface in Korean
Various keys (accentuation, pronunciations in Korein parts of speech abbreviations, etc.)

Part I. English-Korean Dictionary [1194 pp.]
Approximately 36,000 English entries, presented in bold-face with romanized phonetic transcriptions. Multiplied defined with speech function and usage examples included.

Part II. Short Korean-English section [154 pp.]
Approximately 15,000 korean entries with abridged definitions in English

Appended is a table of irregular forms of English past tense

Vocabulary areas covered: General

General comments:

CPT page label: KORTONGA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
Tonga, Standard English-Korean

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Designed for use by Korean students of English. This dictionary would be suitable for use only by the most advanced English-speaking student of Korean.

Evaluator: B.N. Park

Date: November, 1985

Underwood, Joan V. Concise English-Korean Dictionary, Romanized. Rutland, VT: Charles E. Tuttle Co., 1981.

Specific language/dialect taught: Korean

Type of text: Reference, dictionary

Publication information: Copy at CAL. 1985 price: $3.95. A reprint of 1954 ed.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: romanization and Hangul script.

Physical quality of book: small, paperbound with good quality paper and clear print.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xvii, 320pp]
Introductory notes on Korean letters and their sounds.

8000 English words and phrases with Korean equivalents in both romanization and Hangul script.

Vocabulary areas covered: non-specific

General comments:

CPT page label: KORJUNDA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Underwood, English-Korean Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Standard Korean words acceptable to educated native speaker ✓
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	Too simplified in content. This can be used only by a tourist.
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: This is a small pocket-size English-Korean dictionary which has limited entries of words with Romanization (Mcquire-Rashoven system) and Hangul Korean scripts. Each English word has only one definition in Korean and entries are too small in number.

Evaluator: BN PARK Date: 11/15/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Korean
(lg)
Underwood: English-Korean
(text)
Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents			✓
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: BN PARK Date: 11/15/85

Y = yes; S = somewhat; N = no

Webster's English-Korean Dictionary.
Seoul, Korea: Han Young Publishers,
1976.

Specific language/dialect taught: Korean

Type of text: Reference, dictionary

Publication information: Copy at Library of Congress [PL937.E5W4]

Intended users: Korean speakers primarily.

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Hangul script

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xvi, 1857pp]
Preface and introductory pages in Korean.
28 full-page color plates dealing with various topics from atmospheric layers to worms.
English-Korean Dictionary, approximately 85,000 entries in boldface with phonetic transcription and part of speech given. Multiple definitions in standard Korean orthography. Many black and white illustrations.
Appended are: Notes on English grammar; Signs and symbols; Directory of US colleges and universities; common English given names; weights and measures. Notes on Korean script.

Korean-English Dictionary, approximately 60,000 entries in Hangul script with English definitions and illustrative examples. Appended are: Korean forms of address and idioms.

Vocabulary areas covered: n/a

General comments:

CPT page label: KORWEBSA1

LARC staffer: RG, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KOREAN
Webster's English-Korean Dict.

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This dictionary was designed for use by Korean students of English. It would be suitable for use only by the very advanced English-speaking student of Korean.

Evaluator: B.N. Park

Date: November, 1985

Electronic Materials